

## **Ticket In**

This strategy requires students to review recent information, reflect on it, and practice writing skills. Concepts are reviewed 3 times: (1) when writing down the answer, (2) when reading a fellow student's answer, and (3) when discussing it in class.

### **Teacher Preparation:**

1. Select focus or question(s) for the exercise.

### **Lesson Plan:**

1. Either for the previous night's homework or for the current day's warm-up activity, ask an open-ended question about the previous day's work or about the current unit and have students write a response on an index card. Allow enough time for students to write a thoughtful answer of several sentences.
2. Collect the cards and redistribute them randomly.
3. Call on one student at a time and ask, "What is on your card?"
4. Use the answer as a basis for discussion and review.
5. Call on as many students as your time allows.

Adapted from a workshop conducted by Daniel R. Moirao at Fuquay-Varina High School, Wake County Public School System, on September 25, 2008.

## Ticket In

### Benefits:

- Quick warm-up activity reviewing homework or prior content knowledge
- Opportunity for teacher to clarify misunderstandings and provide feedback
- Requires students to review concepts 3 times: (1) writing answer, (2) reading peer's answer, and (3) hearing the class discussion
- Anonymity of student responses
- Provides students with an opportunity to self-assess the accuracy of their responses
- Provides support for lower-performing students
- Opportunity for students to recognize and learn from quality responses by other students

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> <li>- Review of previously-learned material</li> <li>- Checking for understanding tool</li> <li>- Can be short or long, simple or complex</li> <li>- Refocusing on previous day's lesson</li> <li>- Springboard for writing or other formative assessment</li> <li>- Can use for personal reflection on material rather than material itself</li> <li>- Can use as way for students to ask questions about material assigned</li> <li>- Responses can be recorded on the board for note-taking</li> <li>- Clarify vocabulary needed for the day's lesson</li> <li>- Summarize homework to prepare for class discussion</li> <li>- Based on responses, teacher alters instruction for that day</li> <li>- Students write question(s) they have about previous assignment. During discussion, students answer each other's questions.</li> </ul>	<p>Provides complexity and challenge and requires use of higher-level thinking skills (depending on question)</p> <ul style="list-style-type: none"> <li>- Questions could be designed according to learning styles and provide students with choice</li> <li>- Provides on-going formative assessment</li> <li>- Can be open-ended</li> <li>- Provides scaffolded support for students by presenting a variety of information in a variety of learning styles during the class discussion</li> <li>- Student self-assessment and student choice</li> <li>- Can use flexible grouping and tiered questions for each group</li> <li>- Varied questioning</li> </ul>
Content-Area Examples Collected from Workshop Participants	
<p>Math:</p> <ul style="list-style-type: none"> <li>- Have students solve problem typical of those assigned on previous homework to discover level of attention and cheating.</li> <li>- Review math terms</li> <li>- Analyze data to be used in class</li> <li>- Use wrong answers to help students see and learn from different types of mistakes</li> </ul>	<p>Social Studies:</p> <ul style="list-style-type: none"> <li>- Use a question that will appear on the test as an essay question. Leads to good class discussion of various views and support.</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>- Identify literary elements in prior night's reading</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>- Reviewed similar terms with quick compare and contrast on card</li> </ul>